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| **Halifax County Schools Elementary School Lesson Plan** | | | | | | | | | | | |
| Subject: ELA | **Teacher:** | | **Grade Level: Second Grade** | | | | | | | **Date(s):**  **September 12 – September 16** | |
| **Curriculum Area:**  Reading and Writing | Reading 3D assessments run Sept. 3 to Sept. 21 | | **I Can Statements /Learning Targets**  I can answer questions to show I understand important details in a story.  I can ask questions to show I understand important details in a story.  I can participate in discussions with my teachers and classmates.  I can use illustrations to help me understand the text.  I can write about an event in my life. | | | | | | |  | |
| **Content :**  Common Core Standards & Essential Standards | **RL 2.1** – Ask and answer, such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  **RL 2.7 –** Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot  **RI 2.1 –** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  **RI 2.7 -** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text Integrate this into science and social studies units  **RF2.3 –** Know and apply grade-level phonics and word analysis in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. ( long vowels)  **RF 2.4a –** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.  **RF 2.4** b – Read on-level text orally with accuracy, appropriate rate,, expression on successive readings.  **W 2.3 -** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  **SL 2.1 A, B, C-** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  **A.** Follow agreed-upon rules for discussions  **B.** Build on others’ talk in conversations by linking their comments to the remarks of others  **C.** Ask for clarification and further explanation as needed about the topics and texts under discussion  **SL 2.2 –** Recount or describe key ideas of details from a text read aloud or information presented orally or through other media  **SL 2.6 -** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  **L2.1a** –Create readable documents with legible print.  **L 2.2a -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographical names.  **L 2.3 -** Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English. | | | | | | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | Why do people read?  Why do we ask questions as we read?  What are readers thinking about as they read?  What is the purpose of communication??  What impact does listening have?  Why do we write? | | | **Higher Order Thinking/Revised Blooms:** (Questions that will enable students to find connections or extend learning.)  See examples under Tuesday’s lesson | | | | **Technology Standard**  **2.SE.1.1** Use technology hardware and software responsibly**.**  **2.SE.1.2** Explain why safe use of electronic resources is important.  **2.SE.1** Understand issues related to the safe, ethical, and responsible use of information and technology resources. | | | |
| **Materials:** | [**http://www.readworks.org/lessons/grade2/drawing-conclusions/lesson-1**](http://www.readworks.org/lessons/grade2/drawing-conclusions/lesson-1)  <http://www.readworks.org/lessons/grade2/setting/lesson-2>  Assessment <http://www.k12reader.com/drawing-conclusions/what_conclusion_can_you_make.pdf> | | | | | | | | | | |
| **Vocabulary:**  Academic/Content | Question answer text selection passage paragraph illustrations events details fluently expression independent  Informational text Images diagrams charts, graphs narrative writing  Collaboration conversation discussion comments | | | | | | | | | | |
| **Materials:** | \*Books for read aloud lessons re: friendship or school \*What is Law? passage from readworks.org \* books for Daily 5 read to self rotation Daily 5 book \*FCRR.org phonics \*<http://www.uen.org/Lessonplan/preview?LPid=13889> (narrative writing) \*Anchor chart for thinking about questions  <http://www.readworks.org/lessons/grade2/setting/lesson-2>  <http://www.readworks.org/lessons/grade2/drawing-conclusions/lesson-1> | | | | | | | | | | |
| **Daily Five Activities for the Week** | **Read to Self**  Students need new books on a regular basis to keep their engagement high.  Teachers may want to require a product from the reading such as a summary, describe a character, etc.  -Classes with technology may be able to use IPads, laptops, etc during this time for additional literature | **Read To Someone** | | | **Listen to Reading** | | **Word Work**  Continue with Longvowels <http://www.fcrr.org/curriculum>  <http://www.fcrr.org/studentactivities/v_009b.pdf>  <http://files.havefunteaching.com/activities/language-arts/long-vowels-activity-1.pdf> | | | | **Work on Writing**  Tie writing to book or material covered in class.or have students complete rewrites for narratives |
| **Monday**  **Subject Integration:** | **Labor Day Holiday** | | | | |  | | |  | | |
| **Tuesday**  **Subject Integration:** | **Whole Group**  ***Reading Literature***  . Digging deeper into questions. Share anchor chart for types of questions. These questions are based on implied information from the text.  **Predicting** - Before reading, predictions help set purpose, during reading they help move the reader forward  **Clarifying** - The reader asks clarifying questions to make the author's meaning more clear and aid in understanding  **Wonder** - Less formal questions that students ask engaging their curiosity, "I won**der..."**  **Author's Craft** - These questions consider the author's choices. "Why did the author…?"  **Higher Order Questions** - These questions require the reader to go beyond the text  -Mini lesson  Introduce Inferencing with this Inferencing Song  <http://ccss2.watchknowlearn.org/Video.aspx?VideoID=5051&CategoryID=8959>  -If time, begin this lesson (break into 2 days)  <http://www.readworks.org/lessons/grade2/setting/lesson-2>  (Substitute another book if needed) | | | | | **Small Group**  Teacher monitors practice session for work on writing  -Students rotate to word work or read to self for second rotation  -Teacher pulls students for assessments during this time as needed | | | **Independent Work** | | |
| **Wednesday**  **Subject Integration:** | **Whole Group**  ***Reading Literature***  Continue readworks.org lesson from Tuesday | | | | | **Small Group**  Teacher monitors practice session for work on writing  -Students rotate to word work or read to self for second rotation  -Teacher pulls students for assessments during this time as needed | | | **Independent Work** | | |
| **Thursday**  **Subject Integration:** | **Whole Group**  ***Reading Literature***  -Continuing with questions requiring students to draw conclusions. Teacher picks grade level text from classroom sets, basal or online.  -Chose a question from the anchor chart that aligns with the text. –  Have students read the text with the teacher.  -Pose the question to the class and have students create as answer to the question in partner or small groups.  -some classes may be ready to share their responses today and some may need to share Friday. | | | | | **Small Group**  -Teacher introduces new game for work on words <http://files.havefunteaching.com/activities/language-arts/long-vowels-activity-1.pdf>  Students rotate to stations.  Teacher pulls students for assessments as needed | | | **Independent Work**  [**http://www.k12reader.com/drawing-conclusions/gr45\_drawing\_conclusions\_from\_pictures.pdf**](http://www.k12reader.com/drawing-conclusions/gr45_drawing_conclusions_from_pictures.pdf)  **(Or assessment)** | | |
| **Friday**  **Subject Integration:** | **Whole Group**  ***Reading Literature***  .Teacher continues lesson from Thursday if needed.  -Review charts and information covered this week.  -Assessment <http://www.k12reader.com/drawing-conclusions/what_conclusion_can_you_make.pdf> | | | | | **Small Group**  Students rotate to stations.  Teacher pulls students for assessments as needed | | | **Independent Work** | | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities: | | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | | |